

<p>Unit 2 Title: How does one cope with life-changing events?</p> <p>Lesson Title: Stressed Out Sally Lesson: 1 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping skills</p> <p>Grade Level Expectation (GLE): PS.3.C.02: Recognize the effects of life changes or events related to self and others.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills</p>

Materials (include activity sheets and/ or supporting resources)

<p>Story – “<i>Stressed Out Sally</i>” – One copy for each student Blank paper, pencils and markers or highlighters</p>

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> <p>6. Apply communication techniques to the job search and to the workplace</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will identify at least one problem-solving suggestion for a provided scenario.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will respond to questions about the story of “*Stressed Out Sally*”.

Lesson Preparation

Essential Questions:
Why does life change? What if everything always stayed the same?

Engagement (Hook):
Sally is having a bad day. She needs your help so tomorrow goes better.
Read “*Stressed Out Sally*” to the students.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities;
1. After reading story, ask students what problems Sally had.	1. Students will supply answers.

<p>2. “Which ones were in her control?” Give each student a copy of “<i>Stressed Out Sally</i>” story and have students underline what Sally was in control of, using markers or highlighters.</p> <p>3. Discuss responsibility and taking responsibility for your actions.</p> <p>4. Discuss proper communication, talking about feelings, anger management techniques, conflict resolution, etc.</p> <p>5. Say to the students, “Let’s go back to “<i>Stressed out Sally</i>” and rewrite her day so tomorrow will go better.”</p>	<p>2. Students will underline things Sally could control.</p> <p>3. Students contribute to discussion.</p> <p>4. Students contribute to discussion.</p> <p>5. Students will help rewrite “<i>Stressed Out Sally</i>” by supplying suggestions to help her day go better.</p>
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Teacher Follow-Up Activities

Teachers may question students when they are upset:
 “Is it in your control?” “What can you do about it?” “How can you cope?”

Counselor reflection notes (completed after the lesson)

Stressed Out Sally

Written by Jennifer Boyer

Sally got up late this morning because she forgot to set her alarm clock. She yelled at her mom for not getting her up on time. Since she got up so late, she was not able to eat breakfast before having to get to school. On her way out the door running to the bus, she forgot her homework on the table. Because of this, she had to stay in at recess to finish her homework. When her friend came in from recess, she was angry with Sally because Sally was not outside to play with her. They got into a fight and didn't speak the rest of the day. During lunch, Sally spilled her milk all over herself, got angry, and threw her tray on the floor. When she lined up to go back to class, the boy behind her accidentally bumped into her. Sally got so angry that she punched him in the stomach. A teacher saw this and sent her to the principal's office. Sally was given a detention for fighting. By the time Sally got home, she was very angry. She saw her brother playing with her favorite game and yanked it away and yelled at him. Her father grounded her for a week because of her behavior. At dinner, the family was having meatloaf, and Sally hated meatloaf. She told her mom she hated her for fixing the meatloaf. After dinner, she was sent to her room to finish her homework and think about her day. She had a lot of homework, but did not do it all. She decided to go to bed early.